

# **Mentoring, Coaching and Field Supervision as Recruitment and Retention Strategies**

## **Through the School Based Mental Health Professionals Project**

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SSPW Project Workgroup



WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Learning Objectives

- **Participants will understand the key strategies for addressing shortages of School Counselors, Psychologists and Social Workers being implemented through the Federal School Based Mental Health Professionals Grant Program**
- **Participants will learn strategies to support early career professionals through mentoring, coaching and supervision**

# Grant Award

- From U.S. Department of Education
- \$10 million over the next five years
- One of six states awarded



# Project Focus

## Goals of the Grant Program

- Assist high need school districts in recruiting and retaining pupil services staff, such as school counselors, school social workers, and school psychologists.
- Help reduce high student-to-pupil services staff ratios.
- Increase graduate training opportunities for those interested in pursuing a school based mental health profession.
- Increase the diversity within these professions to better reflect the diversity of Wisconsin's student populations.

# Ratio of SBMHP to Students

	Recommended Ratio	National Average*	State Mean
School Counselor	250	444*	381
School Psychologist	500-700	1526*	826
School Social Worker	250	2106*	1,136



# Ethnicity Data for Wisconsin

<u>Ethnicity</u>	<u>Pct</u>	<u>2020 Census Data Population Stats</u>
American Indian or Alaska Native	0.5%	0.8%
Black or African American	3.5%	5.6%
Hispanic/Latino	2.0%	6.2%
Asian	1.1%	2.7%
White	92.2%	81.8%
Native Hawaiian or Other Pacific Islander	0.1%	<.01%
Two or More Races	0.6%	2.6%

# The Approach

- **Working with UW Pupil Services Programs to create and expand pathways to licensing.**
- **Working with districts/schools with high needs to recruit and retain DPI licensed school-based MH staff.**
- **Increasing diversity within school-based mental health professions.**



# UW Partnerships for Sustainability



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**Public Instruction**





# UW Partnerships



# Rationale for LEA Selection

To best achieve these goals and identify the districts with the greatest need, a selection process was used to identify school districts/schools to participate in the School-Based Mental Health Professionals Project.



# How is “high need” identified?

The selection process is based on targeted data points to identify high need. Some of these include:

- Demonstrate high student-to-provider ratios
- Demonstrated history of unfilled school-based mental health positions
- Serving a significant number of students from Wisconsin Tribal Nations
- Disparities between cultural, racial, ethnic, and linguistic diversity of staff compared to the student population

# New U.S. Department of Education Awards

## School Based Mental Health Services Grant Program

- Increase the number of credentialed school based mental health services providers
- Increase recruitment and retention of SBMHPs
- Deadline of transmittal of applications: Nov. 3, 2022
- [Link to Federal Register](#)

# New U.S. Department of Education Awards

## Mental Health Service Professional Demonstration Grant

- Support and demonstrate innovative partnerships to train school based mental health providers
- Increase number and diversity of high-quality trained SBMHPs
- Deadline of transmittal of applications: Nov. 3, 2022
- [Link to Federal Register](#)

# Department of Education Awards

## For MHSP applications:

- Estimated Range of Awards: \$400,000 to \$1,200,000.
- Estimated Average Size of Awards: \$800,000.
- Estimated Number of Awards: 150-250.
- Pre-Application Webinar Information: The Department will hold pre-application meetings via webinar for prospective applicants on October 12th and 19th, 2022, at 3:00 pm Eastern Time.

## For SBMH Applications:

- Estimated Range of Awards: \$500,000 to \$3,000,000.
- Estimated Average Size of Awards: \$1,750,000.
- Estimated Number of Awards: 50-150.

# Department of Education Grant Webinar

Dept. of Education offering pre-application meetings via webinar for prospective applicants on October 11th and 19th, 2022, at 4:00 p.m. Eastern Time.

[Link to National Center on Safe and Supportive Learning Environments - select webinar and name of grant](#)



# The State of Education?

## **Wisconsin's Rural Schools In "Crisis Mode"**

[In These Times 1/13/22](#)

Public education is facing a  
crisis of epic proportions

[Washington Post 1/30/22](#)

Youth mental health is  
in crisis. Are schools  
doing enough?

[AP News 8/17/22](#)

What If We Treated Public  
Education Like the Crisis It Is?

[Education Week 4/22/22](#)

# Our Retention “Logic”

**High attrition of SBMH Professionals in high need districts is at least partially due to burnout and lack of support for early career professionals**



**DPI can support high need school districts by providing a coordinated system of coaching, mentoring and training for early career SBMH Professionals**



**DPI can partner with state associations to assist in removing barriers that LEAs face in providing such supports**

# **Applying our “Logic”: Strategies to Retain New Pupil Services Staff**

- **Professional/Clinical AND Administrative Supervision**
- **Develop and provide field supervision and mentoring**
- **Opportunities for Professional Development**
- **Encourage and support membership and involvement in national and state organizations**

# Supervision vs. Mentoring

Supervision	Mentoring
<b>Supervisor is directly responsible and liable for supervisee's work</b>	Mentee is licensed and takes on responsibility and liability.
<b>Evaluative relationship coordinated through graduate preparation program in collaboration with field placement</b>	Relationship NOT evaluative
<b>Requires minimum of 2 hours / week of field supervision</b>	Requires minimum of 1 hour / week of coaching or mentoring activities
<b>Require weekly individualized face-to-face (can be virtual) supervision</b>	Mentoring or coaching can occur in groups

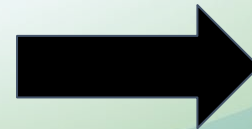
# Clinical vs. Administrative Supervision

## Focus of Clinical Supervision

- Focus on Professional Skills
- Best practices in ensuring the welfare of clients
- Integrity of the Profession & Ethics

## Focus of Administrative Supervision

- Personnel / Professional Conduct
- Legal compliance
- Contractual Obligations
- Organizational policies, practices and procedures



# How To Provide Clinical Supervision

- Assign one or more credentialed and experienced SBMHP the responsibility of clinically supervising all staff with the same role (Counselor, Psychologist, Social Worker)
- Provide opportunities for experienced SBMHPs to gain initial and ongoing training in clinical supervision
- Clinical supervision and mentoring should align with practitioners' levels of experience and expertise
- Provide multiple avenues and methods for obtaining supervision
- Periodic evaluation of supervisors and the program of supervision

# Supervision vs. Mentoring

Practicum or Internship Supervision	Mentoring
Supervisor is directly responsible and liable for supervisee's work	<b>Mentee is licensed and takes on responsibility and liability.</b>
Evaluative relationship coordinated through graduate preparation program in collaboration with field placement	<b>Relationship NOT evaluative</b>
Requires minimum of 2 hours / week of field supervision	<b>Requires minimum of 1 hour / week of coaching or mentoring activities</b>
Require weekly individualized face-to-face (can be virtual) supervision	<b>Mentoring or coaching can occur in groups</b>



# The Value of Mentoring

## 6 out of 10 Ways to Retain More of What You Learn:

- Seek Out Demonstrations
- Participate in Group Discussions
- Look for Opportunities to Teach Others
- Relate New Material to What you Already Know
- Make an Effort to Retrieve Information from Memory
- Embrace your Mistakes

# Who can be a Supervisor or Mentor?

- **School Counselors:**

- Proper credentials / license
- Specific Training in Supervision
- Other ethical standards (follow supervision model, avoid conflicts of interest, etc.)

- **School Psychologists:**

- Proper credentials / license
- 3 years experience

- **School Social Workers:**

- Adhere to NASW Social Workers' Ethical Responsibilities in Practice Settings



# Who does it Benefit?



- ☐ Mentee
- ☐ Mentor
- ☐ Administrators / Leaders
- ☐ Students

# **SBMHP Grant: Wisconsin Coaching and Mentoring**

- 1. Development of a state-wide program for school psychologists, school social workers and school counselors...**

**through...**

- 2. Collaboration with state pupil services associations (WSCA, WSPA, WSSWA)...**

**in order to...**

- 3. Provide guidance and resources to new pupil service professionals**

# Where Are We Now?

Development of a state-wide mentorship program for school psychologists, school social workers and school counselors:



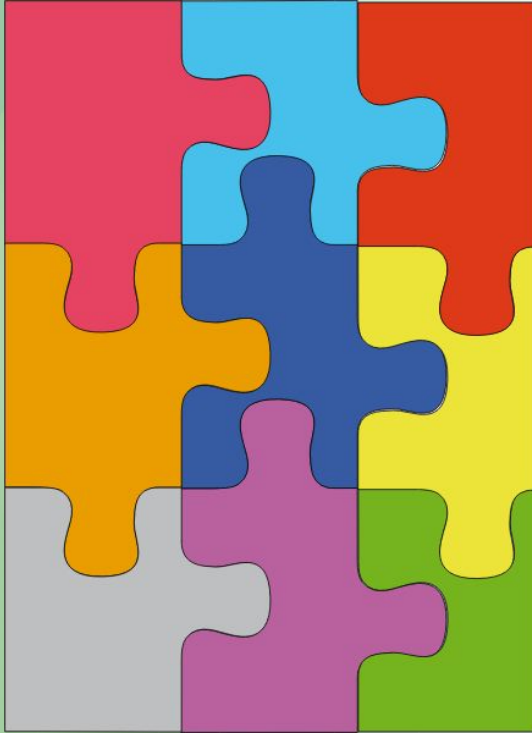
- [New School Counselor Orientation](#)
- [New School Social Worker Resource Sharing Sessions](#)
- WSCA, WSPA, WSSWA
- National Models, research, and training

# Where are We Headed?

- Training and Support for early career professionals in order to increase retention, delivered in collaboration with state associations
- Increase coordination for ongoing mentoring and early career support across the state
- Focus on Sustainability...



# Once We Get There



## Sustaining the System:

- Data Collection
- Ethical Obligation
- Mutual Benefits
- Recognition and Acknowledgement
- Networking



# Questions / Discussion?



# Thank You for Joining Us Today!

## Wisconsin School-Based Mental Health Professionals Project

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